

# Inspection of Market Bosworth Day Nursery

7 Barton Road, Market Bosworth, Nuneaton, Warwickshire CV13 0LQ

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Inspection date: 18 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous  
inspection Good

## **What is it like to attend this early years setting?**

### **The provision is good**

Children enter eagerly upon arrival to this warm and welcoming nursery. Staff get to know children and their families well. This ensures that strong bonds are made with staff, who know children's individual needs and interests. Children are supported by staff through reassurance if they are a little unsettled upon arrival. As a result, children soon settle into the day and play alongside their friends happily.

Staff promote communication and language well throughout the setting, including supporting children to use simple sign language. Children are effective communicators, and are confident in instigating conversations with each other, staff and visitors. Older children display their extensive vocabulary as they introduce storylines into their imaginary play. For example, they discuss potential announcements on their aeroplane. One child confidently states, 'Fasten your seat belts ready for take off.' Babies are supported by staff to repeat words and use correct pronunciation. Staff offer a language-rich environment through songs, stories and skilful staff interactions. This ensures that early language acquisition is offered to the youngest children, which enables swift communication development.

Staff set high standards for children's learning, inclusive of those with special educational needs and/or disabilities. They organise the learning environment well and plan activities that capture children's interests and imagination. For example, babies explore water play washing cars in the bubbles and splash with excitement. Older children maintain high levels of concentration while gardening and planting new and varied plants.

### **What does the early years setting do well and what does it need to do better?**

- Staff offer consistent recognition to children who display good behaviour. For example, the setting operates a reward system for children who display kindness, consideration and compassion towards their friends. Children speak fondly of such recognition and look at the visual display within the room with curiosity and pride.
- Each room within the nursery is equipped with a wealth of resources and activities that inspire children to play and learn. However, there are times during adult-led activities within the pre-school room, when staff overload children with information. This leads to children's learning being lost as staff aspire to incorporate too many areas of learning into one activity. Children's learning is, therefore, not always sequenced or supported, based upon what they already know.
- Support for children with special educational needs and/or disabilities is strong. Other professionals involved in children's care visit the setting and work in partnership with the staff. These children benefit from targeted support, which

ensures they make the best possible progress.

- Parents are very complimentary of the care that staff provide. They comment that their children are happy to attend and that they can see the progress they have made. Staff invite parents into the setting for various organised events. For example, they hosted a recent Father's Day den building event, which supported families to share learning experiences with their children. Nursery links with parents are further enhanced through daily feedback at collection. They also make use of an online app, which is frequently updated with observations and experiences that staff have offered to children to support their development and interests.
- Children increase their knowledge and understanding of the world around them as they join in activities that support the celebration of religious festivals. For example, staff celebrate Diwali with activities that offer children the chance to experience new foods, traditional costume and a vibrant colourful experience. This supports children to identify diversity and develop their understanding of differing cultural experiences.
- Overall, staff support children to be independent. For example, they encourage children to do up their own coats and put on wellingtons before outdoor play. However, independence is not routinely promoted by all staff during everyday activities, such as mealtimes, when children could make choices and do things for themselves.
- Leaders and managers are committed to providing good-quality care and learning for children. Staff feel supported by managers and benefit from regular supervision and training to further develop their practice and improve outcomes for children.
- Staff support children to develop good physical skills. Children experience daily outdoor play and extensive opportunities to exercise and develop their physical skills. Staff support children to recognise the importance of exercise and discuss the positive impact that this has on their bodies. For example, children identify their heartbeat going faster following outdoor exploration.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

## **What does the setting need to do to improve?**

**To further improve the quality of the early years provision, the provider should:**

- support children further to develop their independence skills during every day activities
- strengthen adult-led activities to ensure that learning is focused and not

overwhelming for children.

## Setting details

<b>Unique reference number</b>	EY152690
<b>Local authority</b>	Leicestershire
<b>Inspection number</b>	10335775
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	22
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Ashok Kumar Shinh and Kiran Gian Shinh Partnership
<b>Registered person unique reference number</b>	RP525407
<b>Telephone number</b>	01455 290561
<b>Date of previous inspection</b>	27 June 2018

## Information about this early years setting

Market Bosworth Day Nursery registered in 2002. The nursery is open Monday to Friday from 7.30am until 6pm, all year around, except for a week at Christmas. The nursery receives funding to provide free education for two-, three- and four-year-old children. It employs six members of childcare staff, five of whom hold appropriate qualifications at level 3.

## Information about this inspection

### Inspector

Emma Serdet

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector conducted a learning walk with the manager to establish the priorities for the curriculum.
- The inspector observed the quality of education during activities and daily routines to assess the impact this has on children's learning.
- A joint observation was carried out and discussed with the manager.
- The inspector spoke to staff, children and parents at appropriate times during the inspection.
- The inspector looked at relevant documentation, such as evidence of suitability and vetting checks, first-aid certification and development checks for two-year-old children.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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